University Grants Committee

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annual report
for the year ending december 31, 1973

104-04463/

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The Honourable
Clarence L. Gosse, M.D., C.M., F.R.C.S.(C)
Lieutenant-Governor
Province of Nova Scotia

Sir:

I beg to present herewith the report of the University Grants Committee for the year 1973.

I have the honour to be,

your obedient servant,

J. W. Gillis
Minister of Education

THE UNIVERSITY GRANTS COMMITTEE:

Arthur L. Murphy, Chairman
Norman A.M. MacKenzie
H.J. Somers

SECRETARIAT:

David M. Howitt, Executive Secretary
Deric F.C. Burton, Financial Analyst

The Honourable William Gillis
Minister of Education
Province of Nova Scotia
Halifax, N.S.

Sir:

We have the honour to submit herewith the report of The University Grants Committee for the year 1973. This report is based on our enquiries, conferences and studies since the Committee was formed in 1963. We believe it to be an adequate picture of the present extent, quality and financial needs of College and University education.

We have the honour to be

Your obedient servants,
Arthur L. Murphy, Chairman
Norman A.M. MacKenzie
H.J. Somers

Halifax, Nova Scotia
January, 1974

HUGGINS SCIENCE HALL

UNIVERSITY GRANTS COMMITTEE
Annual Report 1973

The year 1973 presented many of the problems to the University Grants Committee that it had wrestled with before, and several new ones as well. Some were resolved satisfactorily; some were not. To these latter the Maritime Provinces Higher Education Commission will fall heir as it takes over from the grants committee in 1974.

Greatest of the problems faced by the committee in 1973 was a substantial cut in the grants it recommended to government on behalf of the universities and colleges. As in previous years their financial commitments were already firm when the government grants were announced, and all were faced with substantial operating deficits for the year. However, in December 1973, government approved of an extra appropriation to them of approximately the amount cut from the grants as first recommended, and all ended the year in the black, or nearly so, and happy.

Enrolment

Enrolment at Nova Scotia universities and colleges in 1973-74 showed a slight increase. Some were up 100 or so, some down, and the average, on the whole, was better than that across Canada which showed a slight but general decrease.

Many have pondered over the striking changes in the past three years which have thrown the estimates of ever mounting university enrolments shockingly aside.

The reasons are several and still await thorough assessment. Increasing cost of higher education to the student has been most commonly put down as the first reason for his staying away. But in Nova Scotia, where the per capita income is almost the lowest in Canada, and where our university fees are highest, enrolments have held up fairly well. A second, and to us more impressive reason, is that the student of today is seeking an education that will bring him more rapid monetary returns than those of the bachelor's degree in arts or science which is no longer the status symbol of years ago. Not only is the student turning more and more to vocational schools and technicological institutes for his training, he is going to the many industries which welcome him if he has a good high school record, and like to train him in their own way of life.

One good and inevitable result is the return to college of the mature student, reasonably well established in his job, to garner the cultural wealth he had to forego in his earlier years.

Statistics Canada, which has a far greater range and means of study than have we, believes that because of the declining birth rate and the number of students listed in high schools, the university enrolments will continue to fall into the 80's. It is our belief that this will not hold true in Nova Scotia. Our provincial income is on the rise and our students are becoming more and more conscious of the need for higher education. Therefore we believe that any loss in the per capita number of high school students will be at least atoned for by the greater proportion proceeding to higher education.

Grants

Little more than 10 years ago our private institutions of higher education, and almost all of them are private, existed on their own resources. Today they lean heavily on government. Escalating costs, escalating numbers of students, the understandable unwillingness of private resources to increase their donations as they have seen government taking greater responsibility – these factors and others less major have developed to the point where more than 60% of the operating and capital costs of our universities and colleges are being borne by government.

The means for allotting these monies in Nova Scotia have fallen on our committee. From the first we have held to the view that the most equitable means of distribution is based on the student. The government's share of educating a student in liberal arts or science has been set as one unit. Multiples of that unit have been made for students in graduate studies and in the professional faculties. Because of increasing demands for special needs to the universities it has been more and more difficult to hold to this method as a strict formulary.

This difficulty has been complicated by government's inability, with many claims upon it, to increase the annual increment by anything appreciably beyond the increase in anticipated provincial revenue. Thus, with university fees fixed as the highest in Canada, and with endowments showing the slightest of increases, an increase of the government grant of 7½% (as an anticipated increase in provincial revenue) means a total increase of only 4% or less to the universities' income.

With the cost of living rising, and with faculty understandably demanding higher salaries, and with greater sums available to them in other parts of Canada, there seem to be only two solutions; one, to lose some of our most outstanding faculty people; the other, to raise the university grants increment.

Last year we introduced, for the first time, allowances for part-time students. This we consider important because of their increasing numbers and the fact that many of them are working toward degrees. In fact it was only for those that we offered support.

This year we are proposing that the scope be broadened to include students doing summer school courses for degrees, and to increase the unit apportionment. This does not mean that we fail to appreciate the student who is studying for learning sake alone, without thought of degree, but rather that it is more difficult to fit him at this time into our scheme of payments.

Our principal thought in supporting the part-time student is to assist the mature adult who has returned to university to broaden or develop his earlier scholastic education.

Moratorium

It was with pleasure that we were able to announce in this past year the lifting of the moratorium providing self liquidating loans for new construction. This curb had been originally recommended by us in 1970 for a period of one year, because we were becoming disturbed at the great inroads interest on loans was making on our annual grants. Government saw fit to carry the moratorium for another two years and only late in the year raised it.

The first buildings to be approved are those for which preliminary plans had already been made when the moratorium was imposed: a new academic building for Acadia University; a physical education complex for Dalhousie; a biology and home economics facility for St. Francis Xavier; and a library for St. Mary's University.

There is no question of the needs for all these institutions. More are necessary. St. Mary's sorely requires a gymnasium; Dalhousie is in need of a physical science building. And there are others.

In addition to this new construction, at the request of the committee, government has approved of monies to cover important renovations in all institutions under our control. In recommending these it was, and still is, our hope that they will reduce the need for new construction.

Teacher Training

Teacher training in universities in Nova Scotia came into being in the late 1920's, during an era of rapid change in the organization of our public school system. From 1891 to 1927, teacher training was entirely in the hands of what was then known as the

Normal College, now Nova Scotia Teachers' College, in Truro.

During those years, however, special consideration was given to the university graduate who wanted to obtain a teacher's license. After he had received his bachelor's degree, a short course of six weeks in Truro would give him the required professional training.

In 1927, teacher training departments were instituted in universities. In 1932, new regulations required a full year of professional training for all new teachers, and universities set up departments of education to give the second degree of bachelor of education to students with bachelor's degrees in arts, science, or commerce.

The Nova Scotia Teachers' College continued with a one-year program for students with either a Grade 11 or a Grade 12 certificate. This program was subsequently extended to two years after Grade 12, and recently became a three-year program after Grade 12.

Several years ago, arrangements were made with universities to recognize certain academic courses at N.S.T.C. as credit courses toward a bachelor's degree. Very few teachers have taken advantage of this provision.

Both the universities and the Department of Education have set up summer school courses at which teachers may improve their academic or professional standing, or both.

A comparatively new development at most of the universities is the so-called integrated course. In four years after Grade 12, a student may receive both a bachelor's degree in arts, science, or commerce, and a bachelor of education degree.

But all is by no means as smooth and integrated as the above brief historical summary would appear to show. In fact, the whole problem of teacher education in the province needs a careful examination.

Dalhousie, Acadia, St. Mary's, Mount St. Vincent, and St. Francis Xavier universities all have both bachelor's and master's degree programs in education. During the past year, the Atlantic Institute of Education carried out an experimental program in special education leading to the B.Ed. degree. It has since arranged to turn this program over to Acadia as fully operative.

Total undergraduate enrolment in all these teacher training institutions at December 1, 1973 was about 840 fulltime students and about 34 part-time students.

Besides these, Nova Scotia Teachers' College had about 511 students.

Three particularly important questions in this field of higher education appear to call for immediate and carefully considered answers.

First, what is the quality and the adequacy, in both general and particular, of all these separate programs in teacher education?

Second, do we need all these programs? Is an enrolment of fewer than 150 full-time students sufficient to warrant a faculty of education in a university?

Third, with the shortage of teachers suddenly turning into a surplus of teachers, where are the new teachers that will appear next spring to find jobs as teachers? Should the future numbers of entrants be restricted by more careful screening of candidates for teacher education?

There are almost certainly other questions, perhaps of less importance, but still important, to which we should have the answers.

Teacher education is too expensive and too important to be allowed to continue in its present system of development without assurance that this system best serves our interests.

The University of King's College

For several years our committee has been encouraging King's to develop a special liberal arts program which would transcend the limitations of fixed subjects and classes, and which could offer the student a diploma at the end of two years, or prepare him at the end of the first or second year to move into the conventional mainstream of a bachelor's degree.

In 1972-73 King's introduced what they have called **the foundation year.**

The program combines literature, philosophy, political and social institutions, the history of science, economics, religion, art and music in an integrated form to give the student a sound foundation in the development of western culture. Added to this is one optional course. With this program the student is prepared for admission to the second year of an arts or science course. Instruction is carried out largely by seminar.

The program has been highly successful in its first two years, the number of students in attendance doubling in the second year over the first. The university is already planning for a second foundation year.

This is the only program of its kind in Canada and it is attracting much attention in that it presents at least a partial solution to the needs of many of today's students.

The Dalhousie Medical School

Applications for enrolment have shown no marked effects from the opening of the Newfoundland school of medicine. Applications for the '73-74 season were 566 of which only 96 could be accepted. This number is not adequate to cover the needs of the Maritime Provinces and it would appear that Memorial University, Newfoundland, in the next several years at least, will be able to do little more than supply the needs of its own province.

As the pre-medical sciences have been given successively smaller places in medical curricula across the continent, and the clinical arts and sciences have grown to take their place, and because of the great increase in the number of students doing post graduate study after their medical degrees, many medical schools have dropped a year from the curriculum. Others have compromised by reducing their course to three years, but making the fourth year one of a full twelve months.

At Dalhousie the fourth year student spends most of his time as a clinical clerk taking over much of the work which once was done by the intern. Since he will probably go on, after obtaining his degree, to do graduate study in general practice or in one of the specialties it is a pertinent question as to whether the reduction of the degree program by a year is not practical.

In no other field is continuing education more important than in medicine. The good student remains a student all his life, and it is possible that the sooner he faces the rigors of practice the better for him and for his patient. This matter merits serious consideration at Dalhousie.

With the fourth year student now serving as a clinical clerk he is asking remuneration. This would come, presumably, not from the university, but from the hospital at which the student works. Payment for the services of residents and interns has become accepted practice after many long and financially arid years for them. It is true they are learning, and being taught, but the modern hospital would be hard put to carry out its work without them. It seems to us that, based on the precedent of fees to the interns and residents, the clinical clerks' claims are justified.

Another problem in the medical school has to do with the time of granting the degree. It is customary in most universities to grant medical degrees at the end of the fourth year, with license to practice being withheld until after an approved intern year. At Dalhousie the degree is granted after, rather than before the internship. This gives the medical school the advantage of being able to assess and even control the qualities of the hospitals where their interns train. Unfortunately, it puts the intern at a disadvantage when seeking further training because too many look upon his internship as an unapproved one, because it is undergraduate. Even in the days of the second world war the Dalhousie medical graduate was discriminated against because of this, receiving one pip less than his contemporaries of other schools who had actually equal standing.

Ideally, the Dalhousie system seems best, but in practice, as there is more and more interchange among hospitals of students at senior intern and residency levels a change to the more conventional system seems wise.

Dentistry

Dental training in the Atlantic Provinces is provided solely by the Dalhousie Dental School. Currently it is producing about 25 graduates, somewhat less than half the dentists needed in the area. Either a new

dental school is required, or the capacity at Dalhousie must be increased by 100%. The latter is clearly the better solution. Even then it will take some 10 years before the needs of the province of Nova Scotia alone in adequate dental care will be answered.

Good dental care does not mean alone the relief of toothache and dental caries. Without a healthy mouth proper nutrition is difficult, and the oral cancer rate in Nova Scotia, to a large extent the result of inadequate dental care, is one of the highest in the nation.

The building which currently, along with the Tupper building, houses most of our dental students cost approximately a million dollars. The building proposed to give us a modern dental school, housing twice the number of students, would cost close to $20 million. That is a big spread in dollars as well as in dental training needs.

The objectives of the new school, as planned, go far beyond the old. It looks more to prophylaxis as well as to therapy. And this requires the training, not of dentists alone, but of nursing aides, qualified in diagnosis and prophylaxis. It further plans for the trained assistant beside each dental chair who will develop the efficiency and hence the working time per patient of each dentist.

The dental faculty of Dalhousie also wishes to embark on a postgraduate training program which is impossible with present facilities. This, for a first grade dental school, is as important as it is in medicine or in the liberal arts and sciences.

Can the increased cost of such a building and its equipment be justified? Is it necessary or may there be an adequate compromise?

Dalhousie is unable to assume any substantial part of the cost of such a development. Nor should the Province of Nova Scotia alone be expected to assume it. Prime capital cost must come in great part from federal sources, and, secondarily, from the Atlantic provinces. This would still leave to Dalhousie the cost of maintaining another $15-20 million structure on its campus.

The problem is one which cannot be solved by any single agency or group. It must involve provincial departments of health as well as education, and, above all, federal interests.

The Law School

This year saw the advent of the Dalhousie Law Journal. An attractive and scholarly publication, this should soon take its place beside the Dalhousie Review, and bring further prestige to an already prestigous faculty.

The school received its usual multitudinous applications, this year numbering 1000, of which it accepted 158.

The Dalhousie Arts Centre

This structure has done more than become a boon to extra curricular activities in the university, its Cohn Auditorium has grown to a most important part of Halifax community life. Many cultural activities in all forms of live theatre have appeared there. The university has planned and is planning a round of cultural delights, not alone for its students, but for the community as a whole.

It is our hope that the experimental drama theatre in the arts centre be shared as generously with several groups in need of just such a facility.

College Ste.-St. Anne

This institution continues to cause the committee grave concern. Appreciative of the needs of a college primarily designed for our Acadian population, and aiming at their higher education and the preservation of their language, St. Anne's viability, with an enrolment this year of less than 83 and a faculty of 27, is possible only by giving it special grants far beyond the unit basis on which the other universities and colleges exist.

It is our hope that the tentative plans of government to build the whole of Church Point into an Acadian cultural center, with College Ste. – Anne as the focal point, may offer a practical solution.

With such a development it is still the belief of our committee that the college should remain at junior status, offering the first two years of arts and science only, under a working arrangement with the University of Moncton which would take their students after this time.

Master of Business Administration

The committee has approved the request of St. Mary's University to inaugurate a course in business administration leading to the master's degree, in 1974.

This degree is already being given at Dalhousie and it is generally recognized that there is no need for a second course in this field in Nova Scotia. However, the committee has long been aware of the very strong faculty and large enrolment that St. Mary's has in commerce. More than two years ago we initiated negotiations between representatives of the two universities in the hope that they might work together to offer a combined degree. These negotiations were unsuccessful. But they have been re-opened in more favourable atmosphere since the committee gave its approval of the St. Mary's course. We believe that these will bring about a collaboration between the two institutions which will result in stronger, richer courses for both of them.

Dal – Tech Amalgamation

The Dalhousie-Technical College Steering Committee, with a representative of the University Grants Committee sitting in on its meetings, worked compatibly and efficiently through the year. The result was, at year's end, that they were almost ready to bring in a final report with recommendations as to the details of an amalgamation which would preserve the identity of both the Technical college faculties of engineering and architecture, and involve St. Mary's in the program. Put into effect, the result should be strengthening of the departments of engineering and science in all three institutions and a new, stronger curriculum for the student in engineering and in architecture.

The School Of Architecture

The proposed moving of the school of architecture to Dalhousie where it will become a faculty should prove beneficial to the university as well as to the school. Dalhousie students in arts and science will be able to take individual courses of their choice in architecture. The school would profit by the availability of the cultural subjects and the sciences of the university with which its association should be more intimate than that with a school of engineering. Administration costs should be reduced as well, once the association becomes well established.

Total enrolment in architecture in this current year is 152. Of these 57 are from Nova Scotia and 107 from the four Atlantic provinces. It is impossible for Nova Scotia to absorb 15 architects (approximately the number that graduate annually) working in architecture alone. However, it is the belief of the school's faculty that the course as it is now being given is broad enough to train its students in many associated fields, such as civic planning. The course is also being taken by increasing numbers of students as a purely cultural one with more specific training than is offered by the bachelor of arts or science degrees.

Cape Breton College

This year government approved of a plan recommended by a special committee, set up by the Premier with the chairman of the University Grants

Committee as its chairman, to advise on the development of higher education in Cape Breton.

In brief, the plan calls for the building of a new Xavier College on the land adjacent to the Eastern Institute of Technology; and to build there as well an adult education center. These three institutions will share common facilities such as library and gymnasium, and their respective faculties will collaborate to the fullest degree possible.

With the announcement of a costly new development for the Coast Guard College at Sydney it is our hope that the new institution may cooperate with them and permit them to raise their faculty and library status to the point where they may become degree granting, a desire they have nurtured for several years.

Our Inter-Provincial Relations

Our committee has continued to develop its relations with the New Brunswick Higher Education Commission and the Prince Edward Island Post-Secondary Education Commission. Principal matters of concern have been the Dalhousie medical school which serves the three Maritime provinces and the dental school which serves the four Atlantic provinces. The monies for support of their own students from New Brunswick and Prince Edward Island are now being paid to the Nova Scotia government rather than to the university as in former years. The same system now applies to the dental school as well, with Newfoundland also making its contribution in this way.

A second matter for concern among the committees has been the high cost of graduate education beyond the master's level. By common agreement among the universities and colleges, granting of doctorate degrees, with the exception of a small number at the Nova Scotia Technical College, has been confined to Dalhousie and the University of New Brunswick. Our combined committees have initiated discussion between the two universities to eliminate any duplication in courses offered at doctoral level with the objective of reducing costs and encouraging exchange of students for specific courses. A very little progress has been made in this regard. It is our hope that the Maritime Provinces Higher Education Commission will prove a more fruitful agency in bringing the two universities closer together.

UNIVERSITIES ASSISTANCE ORDER

An Order of his Honour the Lieutenant Governor of Nova Scotia in Council made the 15th day of February, A.D., 1972

The Governor in Council on the report and recommendation of the Minister of Education dated the 24th day of January, A.D., 1972, pursuant to the provisions of the Universities Assistance Act, is pleased to make regulations pursuant to Section 5 of the said Act, in the form attached to the report and recommendation, marked Schedule "A" and described as "Universities Assistance Order".

(signed) H.F.G. Stevens

CLERK OF THE EXECUTIVE COUNCIL

1. In this Order:

(a) "Act" means the Universities Assistance Act, Chapter 320 of the Revised Statutes, 1967, and amendments thereto.

(b) "Committee" means the University Grants Committee appointed under the Act.

(c) "Minister" means the Minister of Education.

(d) "Universities" means those institutions designated herein as universities for the purposes of the Act, and includes any institutions designated subsequent hereto by the Governor in Council in accordance with the Act.

2. The powers and duties of the Committee shall be:

(a) To assist and advise the Minister in the administration of the Act.

(b) To examine and investigate the necessity and advisability of grants and loans under the Act and to make recommendations to the Minister respecting them.

(c) To inquire into existing or possible sources of financial support,

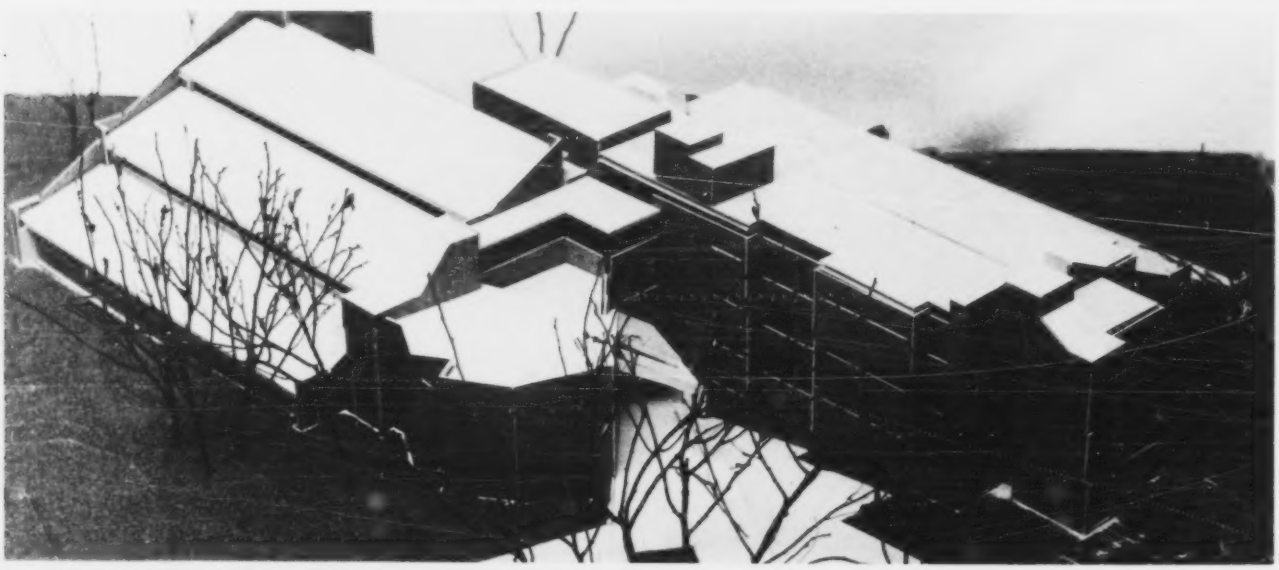
(i) of universities and colleges in the Province of Nova Scotia; and,

(ii) of any university or college outside the Province of Nova Scotia that provides university or college facilities for a substantial number of students from the Province of Nova Scotia;

and to advise the Government of the Province of Nova Scotia as to the financial support it should afford to said universities and colleges.

(d) To inquire into and advise the Government of the Province of Nova Scotia as to the financial requirements of any other institution in the Province of Nova Scotia providing higher educational facilities to students beyond the high school level.

(e) To advise the Minister with respect to the needs



and appropriate pattern of future development of all forms of post-secondary education in Nova Scotia, including, without restricting the generality of the foregoing, universities, colleges, teachers' colleges and technical schools.

(f) To plan in consultation with the institutions concerned, the future organization and co-ordinated development of the various forms of post-secondary education in Nova Scotia in order to meet the expanding needs of the population of the Province.

(g) To study and advise the Minister with respect to the types and amounts of financial assistance required for the proper development of post-secondary education with due regard for the Province's resources and their most efficient use.

(h) To make such studies and publish such reports of studies as it sees fit pertaining to matters set forth herein.

(i) To perform such duties as are required, permitted, or indicated to be performed by the purposes of the Act and this Order.

(j) To study and review the requirements of post-secondary training and education in Nova Scotia and recommend a master plan for the long-term development of post-secondary education to the Minister and supervise the implementation of any such plan after it has been approved by the Governor in Council.

(k) To study and review with the appropriate bodies of the Province of New Brunswick and Prince Edward Island the requirements of post-secondary training and education in the three provinces and recommend to the Minister the type and extent of co-operation in the post-secondary training and educational field that could be effected among the Provinces of Nova Scotia, New Brunswick and Prince Edward Island and the method and amount of financing such co-operation.

(l) To perform such other duties as the Governor in Council or the Minister might direct.

3. (a) For the purpose of loans under the Act, the following institutions are designated as universities:

Acadia University;

Dalhousie College and University;

University of King's College;

Mount Saint Vincent University;

Saint Anne's College Church Point;

Saint Mary's University;

Saint Francis Xavier University;

Mount Allison University;

Nova Scotia College of Art;

Nova Scotia Technical College;

Nova Scotia Agricultural College.

(b) For the purpose of grants under the Act, those institutions listed in Regulation 3 (a) hereof and such post-secondary education institutions as are designated from time to time by the Governor in Council are designated as universities.

4. Each university wishing to receive a loan under the Act for capital purposes shall provide the information and follow the procedure set forth here below:

(a) Submit to the Committee annually a summary of its long-range planning for construction.

(b) Before any preliminary design is done submit a clear definition of the requirements to be served by the project and the terms of reference for the design of the project.

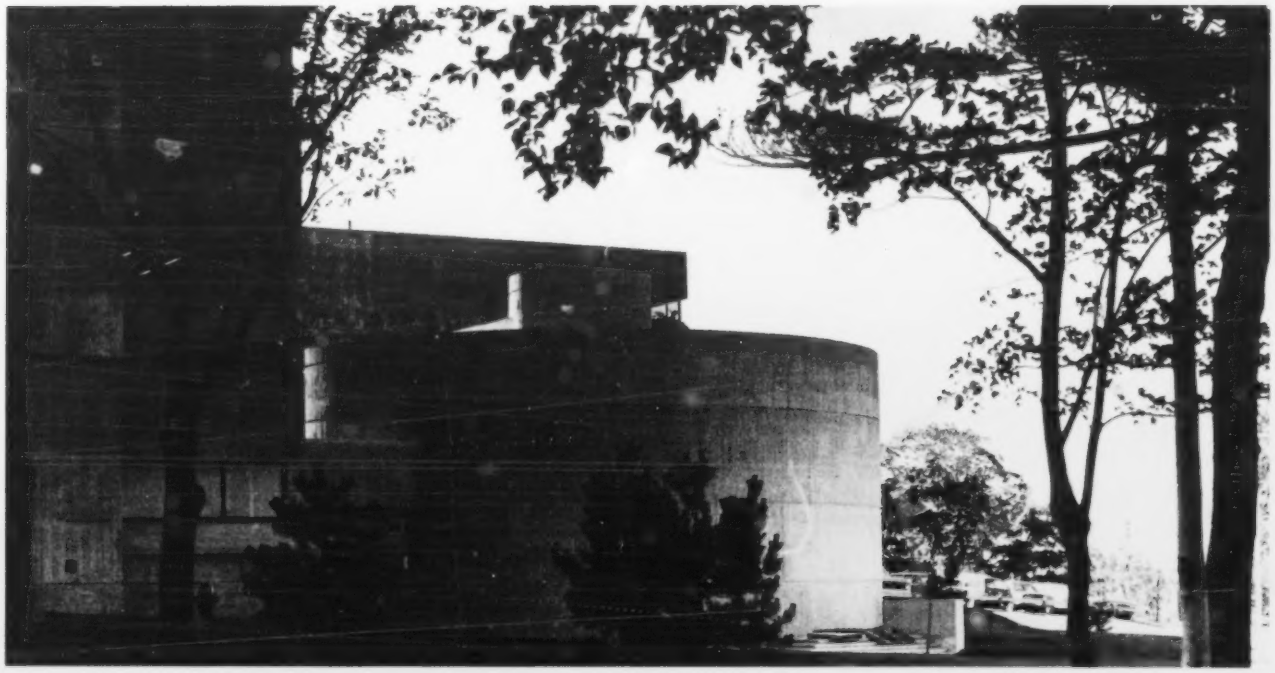
(c) Submit to the Committee a preliminary design, preliminary cost estimates and construction standards before detailed design is commenced showing the purpose of the proposed construction, whether it is an addition, a replacement, or a release of existing structures for use as another facility, its justification by increases of enrolment, new programs planned and matters of a like nature, a list of the uses to which the proposed construction will be put, the number of classrooms, laboratories, etc., and the proposed use of each, and the number of usable square feet of space, and the estimated cost per square foot.

(d) The final plans and specifications, accompanied by a firm estimate of cost and the approximate dates for starting and completing construction.

(e) Provide a period of at least forty-five days between the closing of tenders on tender calls and the awarding of the construction contract. Before awarding the contract, the university shall in writing advise the Committee of the cost of the tender most acceptable to it.

5. The Committee, upon receipt of a request from a university for capital assistance under the Act, shall at the earliest possible appropriate moment consider the request made by the university, and after examining it, inform the university whether

(a) such a structure comes under the terms of the Act;



(b) such construction merits Government support in the form of a loan and the amount of the total cost in per centage for which the Government might assume responsibility;

(c) the costs appear reasonable;

(d) suggest modifications or changes to the request, design, plans or specifications submitted by the university.

6. *If the information and data provided to the Committee by the university at the various stages of communication with the Committee differ from that previously supplied, the university shall provide the Committee with such explanations as are deemed by the Committee to be necessary for it to deal with the request.*

7. *If the Committee has concluded that the construction is one that falls within the terms of the Act and that it merits Government support and the costs are reasonable, it shall make a recommendation to the Minister by December 1st of the year preceding the year in which construction is to begin so that approval in principle can be given by the Government through the appropriations voted by the Legislature for each fiscal year.*

8. *If approval in principle is given by the Government through its appropriations, then the Committee, upon being satisfied that all requirements have been met by the university, shall make a recommendation to the Minister for consideration by the Governor in Council in accordance with the provisions of the Act.*

9. *Unless the Governor in Council approves a larger loan, a loan under the Act to a university shall not exceed 90% of the amount of the net capital expenditure with respect to which the loan is made.*

10. *Loans to universities shall be paid in four equal instalments, one-quarter when the project is 25% complete, one-quarter when the project is 50% complete, one-quarter when the project is 75% complete, and the final one-quarter within sixty days after completion of the project.*

11. *It is a term of every loan that*

(a) it shall bear interest from the date upon which the amount of the loan or part thereof is advanced to the university at a rate fixed by the Governor in Council not exceeding by more than one-quarter of one per cent the market rate on long-term loans to the Province, which long-term market rate shall be determined by the Deputy Minister of Finance as of the date the loan or part thereof is advanced to the university;

(b) no loan or part thereof will be advanced to the university until the Minister is satisfied that the work in respect of which the loan or part thereof is made has been satisfactorily completed;

(c) the university deliver to the Minister a Debenture for the amount of the loan or part thereof, and interest and security for repayment of the loan or part thereof, and interest in the form of a charge upon property of the university, both in a form satisfactory to the Minister;

(d) the university establish a Sinking Fund for the retirement of the loan at maturity and annually pay into that Fund such amount as is determined on the 1st day of April in each year by the Deputy Minister of Finance as necessary to retire the loan, and appoint the Minister of Finance to act as agent of the university pursuant to Section 7 of the Act;

(e) the university shall observe and comply with any other terms or conditions that the Governor in Council prescribes at the time of approving the loan.

12 (1) An application for a loan shall be accompanied by

(a) a general description of the building with respect to which the loan is sought;

(b) a statement of the reasons for constructing or acquiring the building and of the use to which it will be put;

(c) a description of the type of construction of the building and of the use to which it will be put;

(d) a statement of the proportion of spectators and participants and of the academic space to be freed where the loan is for an athletic facility;

(e) an architect's plot plan, floor plan and elevation;

(f) a statement of the estimated date of completion;

(g) evidence satisfactory to the Committee that the university has or is able to provide funds sufficient when added to the proceeds of the loan made by the Governor in Council to ensure the completion of the project and that the university has or is able to provide funds sufficient to acquire the necessary land, furnishings and equipment;

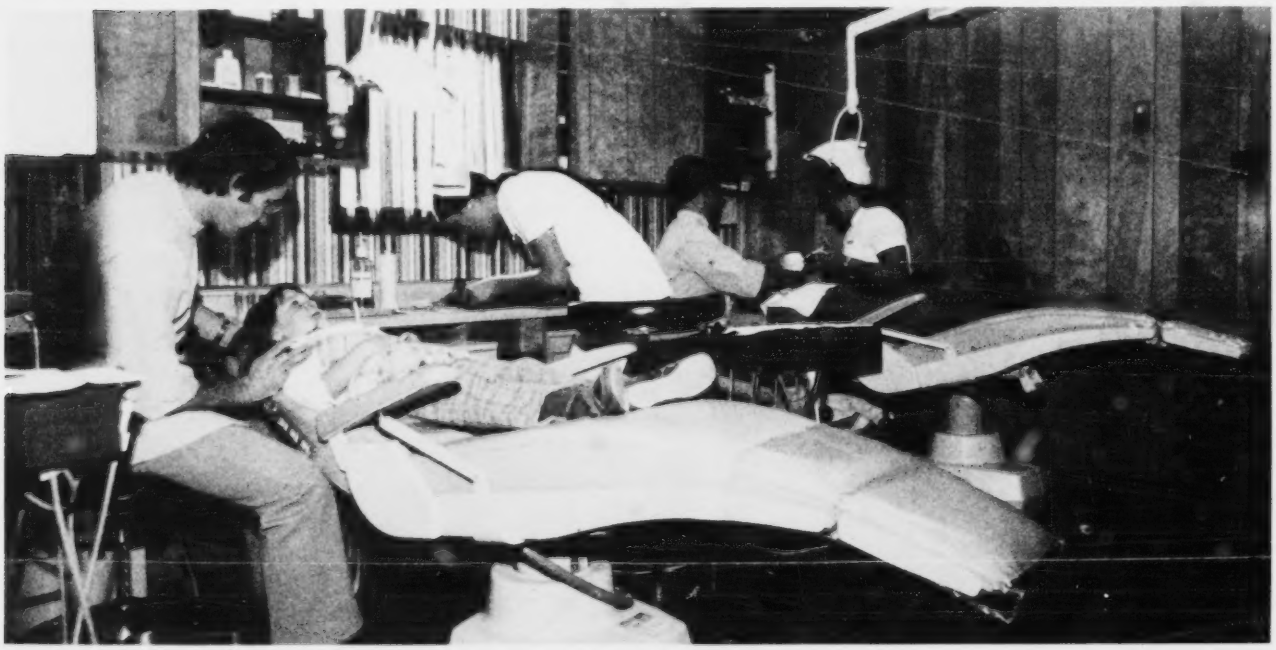
(h) an estimate of the total cost of the building;

(i) a copy of the university's most recent balance sheet and a statement of receipts and expenditures for the year immediately preceding the application, both certified by an accountant licensed to practice under the Public Accountants Act.

(2) An applicant for a loan shall supply such other information as the Minister or the Committee requests.

13. Every university that has received a grant or loan in any year shall submit to the Minister in the following year and every year thereafter during which a loan or part thereof remains unpaid, not later than three months after the end of its financial year, a copy of the balance sheet of the university and of a financial statement showing its receipts and expenditures for that year, both certified by an accountant licensed to practice under the Public Accountants Act.

14. The Minister of Finance is authorized to relieve those universities that have received assistance pursuant to the Universities Assistance Act prior to the twelfth day of February, 1970, from the obligation to make payment



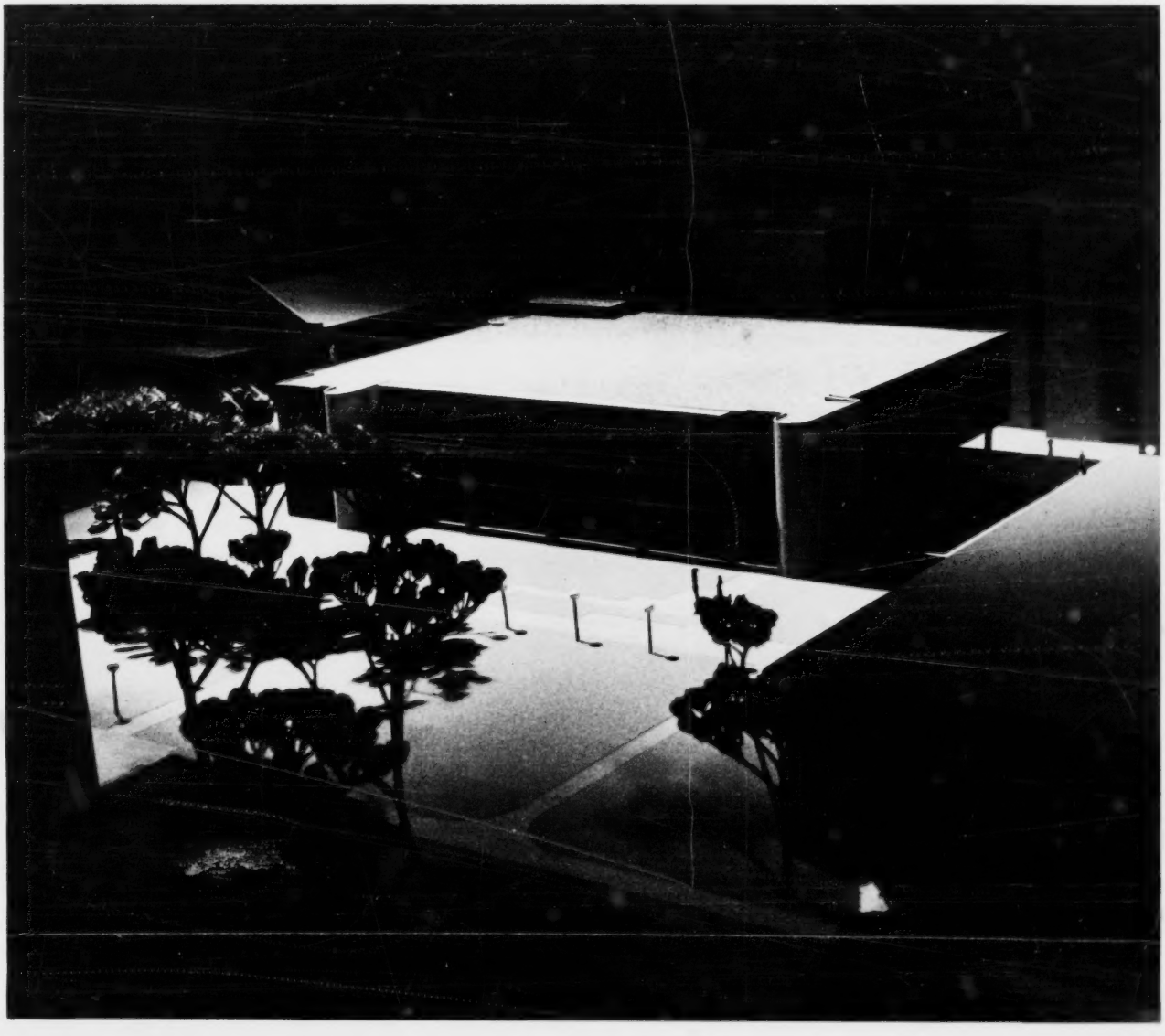
of the amount of not less than 3% of the principal amount of the loan (as was required when the loan was made) into the Sinking Fund established for the retirement of their loans and permit said universities to pay into the sinking fund such amount as is determined by the Deputy Minister of Finance annually on the 1st day of April in each year as necessary to retire the said loan.

15. *Any member of the Committee or its representative shall be permitted to inspect any project towards which capital assistance has been given at all reasonable times for the purpose of verifying progress claims and obtaining any other information concerning the project which may be required by the Committee or the Minister.*

16. *If at any stage of a project it appears that the cost thereof will exceed the estimated cost made by the university to the Committee, the university shall promptly so inform the Committee, and the Committee shall take such action as it deems fit and necessary including directing modifications or changes in the plans and specifications or making a recommendation to the Minister for further assistance.*

17. *During the course of construction of each project, the university will supply, erect and maintain and prominently display a project sign or signs specifying that it is financed by the Province of Nova Scotia through the University Grants Committee in co-operation with the university or such other wording to the like effect as any be determined by the Committee.*

18. *All previous Orders in Council issued under the authority of section 5 of the Universities Assistance Act are rescinded.*



RULES OF PROCEDURE FOR THE UNIVERSITY GRANTS COMMITTEE

1. The University Grants Committee is composed of the Chairman and five members, all of whom are appointed by the Governor in Council.
2. The University Grants Committee is assisted in its operation by the Executive Secretary of the University Grants Committee and a Financial Analyst.
3. The functions of the Committee are set forth in the Universities Assistance Act, Chapter 320 of the Revised Statutes, 1967, and an Order made pursuant to that Act, which Order is dated July 20, 1965, and amended from time to time thereafter. Generally the functions of the Committee are to:
   (a) assist and advise the Minister in the administration of the Act;
   (b) examine and investigate the necessity and advisability of grants and loans under the Act and to make recommendations to the Minister respecting them; and,
   (c) perform such other duties as the Governor in Council or the Minister directs.
4. The terms and conditions upon which grants and loans are made to universities are set forth in the said Order of July 20, 1965, and amendments thereto. The authority to make grants and loans is, of course, subject to the necessary appropriation by the Legislature and Orders in Council in accordance with the Act.
5. There is an Executive Committee composed of the Chairman and two members of the Committee, which Executive Committee will meet monthly once a month to consider matters properly placed before it.
6. The University Grants Committee shall meet at least three times a year, preferably in October, January and April, to consider matters relating to its duties.
7. The Committee will meet at least once during the fiscal year with the officials of each university and receive presentations from the officials of the universities and generally discuss matters of mutual interest to the university and the Committee in furtherance of higher education.
8. The Committee, in its discretion, may meet with and receive presentations from the faculty and students of universities, however, in such case it shall first inform the President of the university that it is so doing.
9. Each meeting of the Committee shall be chaired by the Chairman of the Committee. In the absence of the Chairman, those members of the Committee present may elect their Chairman.
10. Decision of the Committee shall be made by simple majority vote of those present. In the case of a tie, the Chairman of the meeting may vote and break the tie. A decision arrived at in this manner shall be a decision of the full Committee.
11. The agenda for the meeting of the Committee shall be prepared by the Executive Secretary of the Committee. The Executive Secretary of the Committee shall bring to the attention of the Committee all matters that he feels should be brought to the attention of the Committee and all matters that are requested to be brought to the attention of the Committee by the officials of the universities and any other matters that are required to be dealt with by the Committee under the Act and the Order.
12. Decisions of the Committee shall be communicated to the appropriate parties in writing under the signature of either the Chairman or the Executive Secretary as is required under the circumstances. In this respect no communication should be made to a university that it has received a grant or loan until the necessary governmental executive decision has been made.
13. The full Committee shall meet with the Minister of Education at least once during the fiscal year at a time and place determined by the Minister.
14. The Executive Secretary shall keep a written record of all transactions of the Committee.
15. The Committee or those members thereof appointed by the Committee shall meet periodically with the equivalent body in the Provinces of New Brunswick and Prince Edward Island to inform itself of progress and activities of those bodies in those provinces and for the better understanding of the duties and functions of like committees in the Maritime Provinces.
16. The Executive Committee will assist the Committee by arranging for all studies, examining submissions and preparing material for consideration at meetings of the Committee and shall carry out such further duties and make such decisions as are delegated to it by the Committee. The results of all decisions made by the Executive Committee shall be conveyed to the Committee at the meeting next following their decisions. A decision of the Executive Committee on a delegated matter shall be a decision of the Committee.
17. A written record shall be kept of all meetings of the Executive Committee and decisions made by

that Committee. This record shall be kept and maintained by the Executive Secretary of the Committee. Under the direction of the Chairman of the Executive Committee, the Executive Secretary shall prepare an agenda and put thereon such matters as the Chairman shall direct.

18. These rules of procedure may be rescinded, revoked, varied or amended in the discretion of the Committee by motion at a regularly constituted meeting of the Committee. Nothwithstanding this, however, the Committee or the Executive Committee may vary from the rules of procedure if the situation merits it.

TABLE I

DEGREES GRANTED 1972-73

	N.S.			N.B.			P.E.I.			Nf.d.			Que.			Ont.			Other Canada			U.S A.			Abroad			Total
	U	M	P	U	M	P	U	M	P	U	M	P	U	M	P	U	M	P	U	M	P	U	M	P	U	M	P	
Acadia	473	25		26	4		15	2		7			32	1		13	2		6	1		14			7	1		629
Dalhousie	1048	119	11	129	19	3	42	3	1	51	1		22	6	4	55	26	4	24	19		14	5	1	40	29	18	1694
M.S.V.U.	235	2		24			2			16			5			7			14			4			8			317
King's	53			4												3												60
St. Mary's	529	5		32			2			1			7			19			1			8			4			608
St. F. X.	554	9		38	1		12	1		37	3		21			19			6			10	1		9	1		722
N.S.T.C.	91	9		12	1		10			18			5			3	1		1	2					2	3		158
A.S.T.	10	4		3													1											18
N.S.C.A.D.	37			6			4			3			3			8						5			1			67
TOTAL	3030	173	11	274	25	3	87	6	1	133	4	0	95	7	4	127	30	4	52	22	0	55	6	1	71	34	18	4273

TABLE II

TOTAL CAPITAL LOANS 1963-1973

Acadia	$11,355,358
Dalhousie	29,129,570
St. Francis Xavier	8,490,327
St. Mary's	6,191,278
Mt. St. Vincent	5,225,434
N.S. College of Art	245,943
N.S. Technical College	1,183,314
College Ste. Anne	27,000
TOTAL	$61,848,224

TABLE III

ENTERING STUDENTS N.S. UNIVERSITIES DEC. 1, 1973

	Grade 11	Grade 12	Grade 13 & C.E.G.E.P.	Transfer	Professions	Theology-Divinity	Education	Masters	Ph.D.	Total
Nova Scotia	186	3074		685	281	18	384	196	19	4843
New Brunswick		323		114	72	4	25	22		560
P.E.I.		109		38	16	2	4	13	2	184
Newfoundland	47	13		35	18	4	3	12		132
Quebec	71	11	13	37	7		3	16	2	160
Ontario		55	59	52	20		9	34	2	231
Other Canada	7	41		50	14	1	3	16	2	134
U.S.A.		96		25	3		9	14	8	155
Abroad	35	33	1	82	15		2	26	13	207
TOTAL	346	3755	73	1118	446	29	442	349	48	6606

TABLE IV

OPERATING GRANTS TO UNIVERSITIES AND INTEREST AND SINKING FUND CHARGES ON CAPITAL ASSISTANCE LOANS ESTIMATED TO MARCH 31, 1974 WITH COMPARATIVE FIGURES FOR 1972 - 73

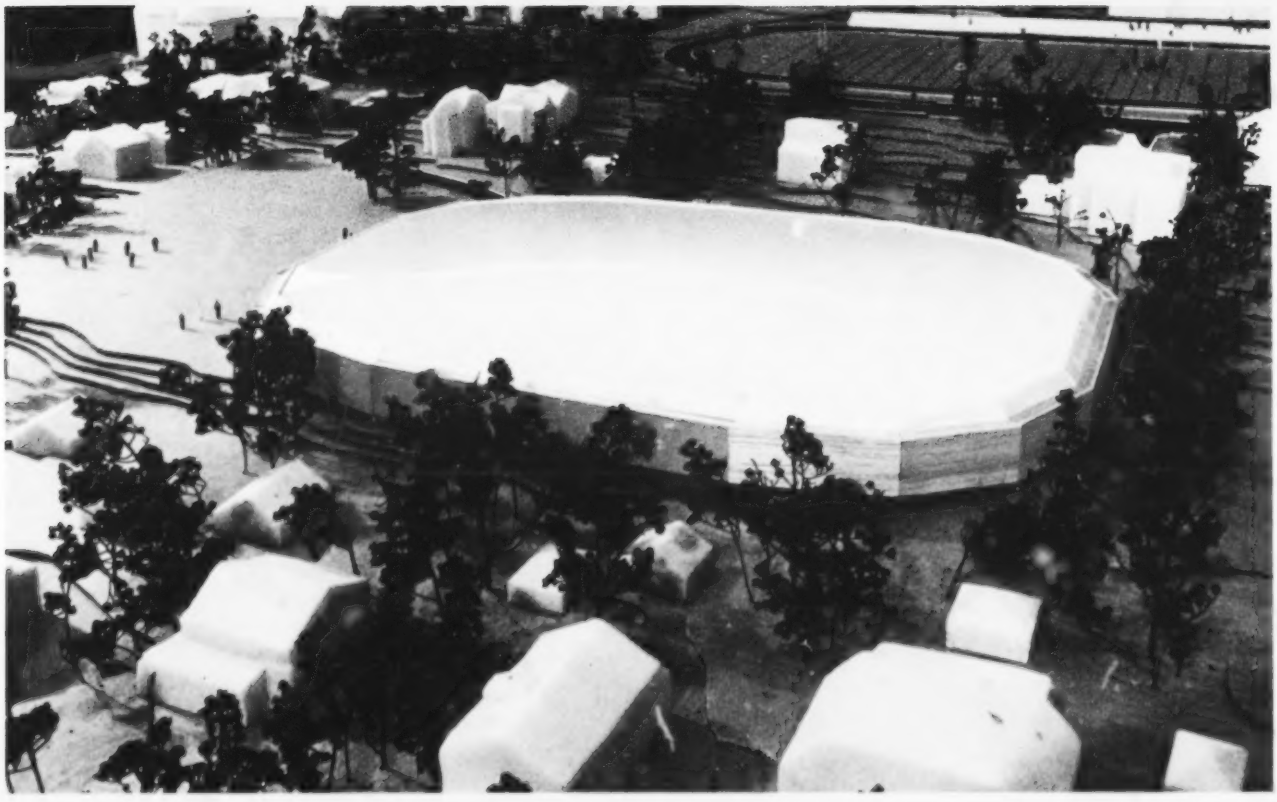
	Operating Grants	1973-74 Carrying Charges	Total	Operating Grants	1972-73 Carrying Charges	Total
Acadia	$ 4,242,200	$1,078,000	$ 5,320,200	$ 3,883,425	$1,153,566	$ 5,036,991
Atlantic School of Theology	98,681	-	98,681	75,075	-	75,075
Dalhousie	20,380,000	2,800,000	23,180,000	17,909,875	2,505,133	20,415,008
King's	424,400	-	424,400	401,050	-	401,050
Mount Allison, N.B.	125,000	-	125,000	125,000	-	125,000
Mount Saint Vincent	1,765,500	480,000	2,245,500	1,481,025	409,710	1,890,735
N.S. Agricultural College	535,000	-	535,000	491,000	-	491,000
N.S. College of Art & Design	1,087,400	23,570	1,110,970	921,375	25,212	946,587
N.S. Technical College	2,463,000	119,630	2,582,630	2,266,000	127,564	2,393,564
St. Francis Xavier	5,101,000	828,630	5,929,630	4,684,175	832,503	5,516,678
Saint Mary's	4,342,200	607,500	4,949,700	3,983,425	562,754	4,546,179
Ste. Anne	200,000	2,670	202,670	211,575	2,835	214,410
	$40,764,381	$5,940,000	$46,704,381	$36,433,000	$5,619,277	$42,052,277

TABLE V

FULL/PART - TIME STUDENTS DEC. 1/73

University		Arts & Sc	Hon	Masters	PhD	Health Prof's	Med. UG	PG	D.D.S.	Hyg	Law	PG	Arch	PG	Eng	PG	Educ	Bus Adm	MBA	Total
Acadia	FT	1851	99	87													166	349		2552
	PT	240															8	16		264
Dalhousie	FT	2688	258	500	190	771	491	212	103	37	428	9					212	406	69	6374
	PT	668	11	211	17	26	1			1	3						11	30	47	1026
King's	FT	256	3	13																272
	PT	11																		11
Mt. St. Vincent	FT	639	2	2		98											123	311		1175
	PT	278		55		22											1	61		417
St. Mary's	FT	1468	20	16													150	738		2392
	PT	667		20													17	194		898
St. F.X.	FT	1801	95	19		163											178	402		2658
	PT	1168		11														97		1276
NS Tech C.	FT												152		248	25				426
	PT															50				50
NS C. of Art	FT	358		11																*369
	PT	14																		14
C. Ste. Anne	FT	83	(PT 198)																	83
A. S. of Theo.	FT	45																		45
	PT	80																		80
A.I.E.				7																7
NS Agric C		180																		180
N.S.T.C.		511																		511
TOTALS	FT	~~9880~~ ~~9700~~	477	~~655~~ ~~642~~	190	1032	491	212	103	37	428	9	152		248	25	829	~~2206~~ ~~1468~~	69	17040 ~~3~~
	PT	~~3324~~ 3,26	11	~~302~~ 297	17	48	1			1	3					50	37	398	47	4041 ~~3~~ 6

*N.S. College of Art & Design: Trisemester – Summer Students: FT 138 PT 91.



Copies of this report are available from the
Nova Scotia Government Bookstore,
Post Office Box 637, Halifax, N.S.
at a price of fifty cents a copy.

Please Note –

In Table V, page 18, please note the following changes:

Totals under Arts & Science should read 9,880 and 3,126 instead of 9,700 and 3,324 respectively. Under Masters, totals should read 655 and 297 instead of 642 and 302 respectively. The total number of full-time students under Business Administration should read 2,206 and not 1,468.

Final totals should read full-time students 17,043 and part-time students 4,036.

– Editor –